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THE UNIVERSITY OF VIRGINIA
IN THE
LIFE OF THE NATION

THE UNIVERSITY OF VIRGINIA IN THE LIFE OF THE NATION

ACADEMIC ADDRESSES DELIVERED ON THE OCCASION OF THE INSTALLATION OF EDWIN ANDERSON ALDERMAN AS PRESIDENT OF THE UNIVERSITY OF VIRGINIA, APRIL THIRTEENTH, YEAR OF OUR LORD NINETEEN HUNDRED AND FIVE

FOR THE SISTER UNIVERSITIES:

EAST: Archibald Cary Coolidge
NORTH: Nicholas Murray Butler
SOUTH: Walter Barnard Hill
WEST: Richard Henry Jesse

INAUGURAL ADDRESS:

Edwin Anderson Alderman

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COMPLIMENTS OF PRESIDENT ALDERMAN.

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INVOCATION

BY THE REV. RICHARD D. SMART, D.D.

Almighty God, our heavenly Father, from everlasting to everlasting Thou art God, high over all, blessed for evermore. We acknowledge Thee as the source of all life and light and truth, so that it is in Thee that we live and move and have our being. We pray that Thou wilt graciously smile upon us as we are here assembled in the interest of higher education and of the highest development of the best that is in us. We thank Thee for this institution of learning. We thank Thee for the wise men of old who laid its foundations broad and deep and well. We thank Thee for the work

it has accomplished, for the high ideals it has ever held up before the people, and for the many illustrious sons who, having gone forth from its walls into all the walks of life, have rendered high and helpful service to mankind. And now, O Lord, as this day marks a new departure in the history of this institution, we invoke Thy special blessings upon it. May its friends far and near rally to its support as never before. May its equipment for the work required of it in the century upon which we are now entering be large and ample. Bless the great Commonwealth that fosters it; the Board of Visitors that controls it; the officers and teachers who serve it; and the students who from time to time may seek instruction within its walls. May they not only have their intellects disciplined and their minds well stored with useful

information, but may they also imbibe those nobler lessons of virtue and of truth that shall make them wise unto salvation. Especially do we invoke Thy blessings, O Lord, upon Thy servant who has been called to preside over the destinies of this University. In the discharge of the responsible and delicate duties of this newly created office vouchsafe unto him that wisdom which cometh down from above and is profitable to direct. And so may this institution, in a larger sense than ever before, be a fountain, the streams of which shall roll on broad and deep and pure down through many generations, blessing children yet unborn. These things we ask in His name, who hath taught us when we pray to say, Our Father, who art in heaven, Hallowed be thy Name. Thy kingdom come. Thy will

be done on earth, as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation; but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever and ever. Amen.

INDUCTION OF THE PRESIDENT

BY THE RECTOR, HON. CHARLES PINCKNEY JONES

Mr. President, Ladies and Gentlemen: —A growing public sentiment in favor of a change in the government of this University caused the General Assembly of the Commonwealth to impose upon the Rector and Visitors, as the governing body, the duty of electing a President. This sentiment was based on the loyalty

and devotion to the best interests of the University of all her friends; and the Board of Visitors, after patient and anxious thought on the subject, finally concluded the duty assigned it by the election of Dr. Edwin Anderson Alderman to the high and responsible trust. We are therefore met, on this anniversary of the birth of our great founder, to formally inaugurate this change in our government, and induct Dr. Alderman into office as our first President.

To the alumni and friends of the institution who know the mode in which the government has been administered in the past through a Chairman of the Faculty, the change possesses much significance. After following the plan of Mr. Jefferson for three-quarters of a century, we have come to depart from that feature of our educational government inaugurated by

him, and to fall in line with our sister universities in this respect, so that in the future we will have a single head devoted to the service of education and with more time to give to special interests than could possibly have been given by the Chairman of the Faculty. And while we are carrying into effect this change, we are doing so with the hope that the office will be so administered as to depart as little as may be from the constitution of Mr. Jefferson, and with the confident assurance that it will be so administered as to change in no respect the unwritten law of honesty and truthfulness, which are leading, and, it may be said, fundamental features of our government. And may we not believe that the change now made would have been sanctioned by Mr. Jefferson under conditions as they now exist?

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It only remains for me, sir, acting for the Board of Visitors, to declare you the President of the University of Virginia, and to deliver you its charter, and to pledge to you the heartiest support that the Board of Visitors can give you.

You will now receive your oath of office: "Do you solemnly swear that you will faithfully discharge and perform all the duties incumbent upon you as President of the University of Virginia, according to the best of your ability, so help you God?"

The President: "I do."

RESPONSE OF THE PRESIDENT

I accept the Presidency of this University, Mr. Rector, with humility and yet with pride. Sustained and strengthened by the counsel and co-operation of

the Board of Visitors, of my colleagues of the Faculty, of the sons of this University, and of good citizens everywhere, I undertake this task with hope and courage. To obey its statutes; to respect its ancient spirit; to maintain its lofty ideals; to seek with patience the laws of its growth; to give to its service, with gladness, whatever strength I have; all this I shall seek to do. By God's help, I will.

FOR THE FACULTY

BY PROFESSOR FRANCIS HENRY SMITH

It has perhaps been observed that Virginians from this section, when speaking in public—whatever their theme may be—rarely close without swerving toward Monticello and circulating about Thomas Jefferson. That eminent man reminds us

of a giant planet that captures every comet and meteor which dashes into its sphere.

Surely, however, on this day and at this place, it is natural that our thoughts should turn to him of whom our countrymen everywhere are thinking. A few years since one of my colleagues at a Faculty meeting said that, in all but the name, Mr. Jefferson was President of the University of Virginia. Indeed, it looks so. From his aerie on yonder mountain he watched the progress of these buildings. In a room near by is the telescope he is said to have used. If he saw anything wrong, tradition says, a gallop of twenty minutes brought him to the spot. He searched this and other lands for his Faculty, inviting Ticknor from Boston, Cooper from Charleston, and, I believe, Priestley from Pennsylvania. He maintained close personal and social relations

with the professors and leading students. He conducted the University's correspondence with learned men like Dupont, of Delaware, and Barlow, of Woolwich. He was mediator between the University and the Legislature and people of Virginia.

After an interval of eighty years, it seemed wise to the General Assembly and to the alumni, to the Board of Visitors and to the Faculty, that the University should again have a leader, with nothing to do but to lead. Virginia could offer no higher honor to any man than to invite him to succeed her great son. The office of President was created, and the Board, after two years of patient search, selected for its first occupant a son of the South, devoted to the South, and at the same time an American with sympathies as broad as our great land. After a pleas-

ant association with him for six months, filled with new inspiration and hope, the Faculty heartily and unanimously ratifies the selection of the Board.

On this impressive occasion the Faculty might offer many subjects of congratulation. Time allows us only to mention two.

In the first place, the Faculty congratulates the University, and you, Mr. President, that you do not come to us to take charge of a sickly or dying institution. They rejoice, as you rejoice, that Virginia has not called you here to raise the dead. If the testimony of one who has been here for many years, and has known the University in the old days and now in the new days, may be received, the institution had never been in a more vigorous condition than on that bright day when you came to us. Her Faculty and stu-

dents were more than doubled in number. Her halls were filled with a company of young men who, in manliness, loyalty to truth and honor, devotion to and success in study, were not unworthy successors of those fine fellows, often their fathers and grandfathers, who brightened these arcades fifty years ago. Our equipment in libraries, apparatus, laboratories, and buildings generally was better than ever; more than all this the University had a larger number of devoted alumni and was nearer to the people of Virginia than ever before. In the promising future and the enlarged possibilities which your coming, Mr. President, has opened to us, may we not rejoice with you that you head a column whose faces are already turned toward the morning?

In the second place, the Faculty would congratulate the University, and yourself,

that you come from North Carolina. Our hearts grow a little warmer at the mention of a name with which Virginia has been bound in many tender memories. These two States have, side by side, passed through bright days and dark days. Virginia sacredly keeps the dust of many of Carolina's brave boys, and her living sons fill places of honor and trust among us to our great advantage. We are proud of her grand mountains, her noble forests, her sparkling rivers, and broad savannahs, possessed by a people worthy of so beautiful a home—a gallant race, and one which has ever been among the foremost in peace and in war. We remember that within her borders was born the first white child of this great land, and, as was fitting in what was to be a Southern State, that child was a girl, and her name was Virgina. North

Carolina, like Massachusetts, was then a part of Virginia. May they always be united in feeling and in friendship, if not in name. In 1728 Colonel William Byrd drew what he called "the dividing line between Virginia and North Carolina." If that dividing line exists to-day except as a geographical fiction, may your coming to us help to obliterate it finally and forever.

It only remains to say, Mr. President, that with regard to the future the Faculty, I am sure, will promise you two things, both of which they believe to be dear to your heart.

In the first place, they promise to maintain at its old level and standard the faithful work done in these lecture rooms. They know that this quiet, unostentatious labor does not arrest the public eye, but they believe that it is

their chief business here. Not more surely do the architectural glories of a great building rest upon and owe their permanency to the courses of masonry hidden out of sight below the soil, than do the rank and fame of this University depend at last upon the good work done day by day in her class-rooms. How dreary is this daily grind to a teacher who is only a hireling; but to him who values aright the privilege and responsibility of molding these young lives, the dull routine loses its tedium and becomes divine. The Faculty promise you that this prime part of their duty, including interest in all that goes to make up our internal life, shall be loyally performed.

They recognize, however, that a new day has arisen upon our land, and that an American university is no longer a

local institution, but an important factor in our national life. Universities were once cloisters, beautiful within, but frowning without, training their members away from and not into society. Now their quadrangles are open to the light and air; and the pulses of the national life invade and thrill all their recesses. The universities of our country belong to a real union, though with an unwritten constitution. What happens to one concerns all. When a fire sweeps away all that fire can destroy, messages of sympathy and offers of help burden every mail. Fifty years ago such a scene as this around us now was unknown. The Faculty feels that in this modern extension of a university's external relations and duties you will have a burden upon you almost too great for any man. They respectfully

offer you such co-operation within their ability as you may honor them by requesting.

In conclusion, the Faculty express to you, Mr. President, the hope, rising to a prayer, that your future leadership may be as successful as the beginning of it has been auspicious.

FOR SISTER UNIVERSITIES OF THE EAST

BY PROFESSOR ARCHIBALD CARY COOLIDGE, OF HARVARD UNIVERSITY

Ladies and Gentlemen: — You have been listening to the words of your nearer brethren, to the Governor of the State, the representatives of the Faculty and of the alumni of your own University. They have dwelt in eloquent tones on the loftiness of her ideals, on

the nobility of her achievement, and on the manifold service which she has rendered to this State, to the South, to the whole country. But the voices that should testify in her praise are not merely those of her own children. Her name is known far and wide, and her influence has affected many who have had no claim to direct connection with her. It is meet, therefore, that on an occasion like the present the sister universities from near and far should send their message of good-will and rejoicing; and to me has fallen the high honor of being the first to speak in a greeting in the name of the universities of the East, many of which are among the oldest in the land. It is true that I am but the insufficient substitute of the man who more fittingly than any other could convey to you this greeting. I would

that it might reach you from the lips of President Eliot, of Harvard, whose own character and position would give additional weight to the words. For more than thirty years he has guided and directed the institution committed to his care; he has met with bitter opposition as well as unsparing criticism; he has changed methods whose value time appeared to have consecrated; he has risked experiments that were pronounced the height of rashness. And now that he has won the day, that his place is assured among the foremost names in the history of American education, it is he that should be here to declare what not only Harvard, but all our Eastern universities feel about their sister of Virginia. Unavoidable absence in Europe has prevented him from appearing in your midst; still much as this is

to be regretted, at least it has the advantage that I can bear witness with a freedom that would be impossible for him as to what can be accomplished by the right college president, what a power for good he may be in the community, and how much he can add to the strength of his institution, be it ever so much attached to the methods under which it has long prospered, be it ever so justly proud of its traditions.

Even to the University of Virginia time brings its necessary revolutions. The truth is eternal, but the ways in which it should be taught may vary from age to age, and no system is so sanctified by its triumphs in the past as to be beyond the need of change to meet changed conditions in the future. You have recognized that the moment has come when without sacrificing any

of that spirit which has made your University what she is, it has been deemed best to modify her organization, to centralize her control, and to add to her executive efficiency, so that she may still better play her part in molding the thought of this rapidly growing nation. At this crucial point in her destinies it befits her sister universities to wish her Godspeed. Speaking in the name of those of the East, I can assure you that we have not failed to appreciate what she has achieved and what she represents to-day.

More than a generation before the University of Virginia was founded, Yale and Harvard had already shown their estimation of the man that was to be her founder by conferring upon him their degrees of Doctor of Laws, the highest honor which it was in their

power to bestow. Many years afterwards, in 1819, Mr. George Ticknor, the well-known historian of Spanish literature, then teaching in Cambridge, wrote to Mr. Jefferson about his favorite project, as follows: "I rejoice in it, not only disinterestedly, as a means of promoting knowledge and happiness, but selfishly, as the means of exciting by powerful and dangerous rivalship the emulation of our college at the North." And in our colleges we can echo these words to this hour.

All our universities are striving with limited resources to do great things. Each in her own way is following out her ideals and trying to the best of her abilities to train her children and to inspire them to live for something higher than themselves. In this community of effort each has taken her share and has

deserved our gratitude. In the minds of her sisters, the University of Virginia has particularly stood for two principles, one of them academic, though based partly on moral grounds, the other moral alone.

At the present day what is termed the elective system of studies has found its way in one form or another into most of our higher institutions of learning; it has begun to penetrate into the schools, and it has almost threatened the kindergartens. This liberty of choice, which at times can degenerate into license, has now become an educational commonplace. We argue about the question of more or less, of the applicability of the system under a given set of circumstances, of the measures that shall insure its more judicious use. But the idea has lost all novelty for

us. People no longer even stop to ask where it came from. And yet, when eighty years ago the University of Virginia was founded on a basis broader than that of any other college in the country, the elective system, which you alone at that early day dared to introduce, was, indeed, a startling innovation, one that long could find but few imitators. Verily, it must have caused much shaking of the head among the wiseacres, who believed that for a path to be straight it must be narrow, and that the way of learning which they had followed themselves was the only proper one along which to guide the footsteps of others. Time has vindicated your wisdom and the foresight of your founder. The principle for which you contended has become a common heritage. You have shown that a broad

road to knowledge need not be an easy one, for you have kept your standards so high that you have discouraged many an applicant who would gladly have won your degree if it could have been obtained at any other cost than that of long and patient toil. All this we of the sister universities appreciate—perhaps not without jealousy.

There is, moreover, another principle which we who live at a distance associate with the University of Virginia. High as she has put knowledge as her ideal, she has put something else higher still. She has recognized from the beginning that her institution which has charge of youth, to mold them for afterlife, fulfils but a part of its duty if it ministers merely to their intellects. The distinguishing mark of its graduates should be not only learning, but char-

acter. That they should be gentlemen before scholars. This truth, which in our modern striving for efficiency sometimes appears to be dropping into the background, has never been forgotten here.

Who is there in the United States who knows of the University of Virginia and does not think of her as the home of the honor system, the priceless possession of which others may well be envious? To you it seems as natural as the air you breathe. To those less fortunate in this respect it remains, even if different conditions make it difficult of attainment, an ideal, an encouragement toward a better state of things in the future. This is well, for never in our history has there been a greater need of a steadfast maintenance of the principles of character for which you

have stood with such noble results. In this day of triumphant materialism, when faiths are rambling and nothing goes unquestioned, when success at any price is the one achievement that seems to appeal to a large portion of the community, when consciences are weakened by casuistry, when simplicity is looked upon as foolishness, and when the almighty dollar tends openly or insidiously to enslave us all, may the University of Virginia with an ever-enlarged sphere of influence stand as she always has stood, for the principle of the Scotch poet, "The man's the gowd for a' that."

FOR SISTER UNIVERSITIES OF THE NORTH

BY PRESIDENT NICHOLAS MURRAY BUTLER, OF COLUMBIA UNIVERSITY

Ladies and Gentlemen:—One of the most charming of the shorter Dialogues of Plato has for its subject friendship. After subtle and amusing discussions, you will remember, Socrates and his two young friends profess themselves unable to discover what is a friend! If fools may rush in where angels fear to tread, shall we not say that intimate association, complete confidence, and intellectual sympathy are the sure bases of friendship between men? Then are we met to-day —some of us, I know, many of us, no doubt—to hail a friend, to bid him God-speed, and to stand at his side while he publicly consecrates himself to the service of an ideal. And than that ideal there

is none loftier or more noble. It is the service of truth and of mankind, surrounded by all the uplift, all the vigor, and all the opportunity of our American democracy.

The human brain has conceived no finer career than that offered by a university in a democracy. No longer do universities, however beautiful their fabric, content themselves with "whispering from their towers the last enchantments of the Middle Age," for they must busily explain to a new age the manifold enchantments of its own making. No longer do universities, however ancient their traditions, carefully shun the practical, for they must ceaselessly teach that the truly practical is but the embodiment of those everlasting principles which have been since the world began. The shackles, too, are gone—the shackles theologic, the

shackles philosophic, the shackles scientific. The truth *has* made us free.

Our political liberty and our university freedom grew up side by side. The same promptings of the spirit that brought to pass the one gave us also the other. It is worth minding, too, that it was not blind passion, not untamed and reckless force, but reflective thought that sowed the seeds of both. Moreover, political liberty and university freedom have this in common—the making of men. Tyranny and censored thinking may conceivably make a man or two now and then, but they could never make men. And men, real men, with disciplined minds, with finely formed and tempered characters, with the power to grow by serving, are the best product of the ages; for with our political liberty and our universities does freedom exist.

Consider for a moment what it is that our democracy demands of its universities. It demands a detachment which judges fairly without an aloofness that fails to sympathize. It demands a progressiveness which presses forward without a pace that leaves appreciation breathless. It demands a scholarship which is solid and sure without a pedantry that is sterile and suffocating. It demands a historic sense which interprets the present by the past, without an ancestor-worship that bows the head in contemplative awe. It demands a catholicity of spirit which bars no excellence without a superficial sentimentality that stops short of having convictions. Out of these elements is the atmosphere of a university compounded—detachment, progressiveness, scholarship, historic sense, catholicity. Is it possible for a democ-

racy to pay too much honor to its universities? What life is better than a life which helps a university on its way?

It is trite to say that universities are among the oldest of human institutions, yet it is worth repeating now and then. Universities are older than parliamentary government, older even than our familiar spoken tongues; they are but a little younger than the Roman law and the Roman Church. Stately, then, they are, and wise with watching many men and many moods, as well as useful and skilful, too, both to inquire and to teach. In the beginning the universities never doubted the validity of their method; it was an all-conquering syllogistic logic. To-day the universities are little given to doubt the validity of that scientific method which has displaced the syllogistic. It may be well for the confident

modern to remember the errors of the equally confident scholar of the Middle Age and to profit by his example, if possible. If, as Socrates said, an unexamined life is not worth living, then surely an uncriticised method abounds in danger. The university that does not persistently examine the validity of its method; that does not question its assumptions; that does not, in other words, pay to philosophy its just and necessary due, will not remain a university long.

To a university in a democracy you come, old friend, as counselor and guide. The task is not a new one to your head and hand. Yonder in the old North State, and across the mountains in the Cresent City, where the mighty father of waters halts for a moment before ending his winding course, you have taken the reins and driven skilfully the

chariot of scholarship and of service. To-day the scene is new. Here are fine traditions, noble ideals, brilliant achievement. May the passing years bring only glory to the nation's University that is set in the Old Dominion's crown, and which bears her splendid name, and only happiness and honor to the President to whom to-day with high hope and sincere affection we bid Godspeed.

FOR SISTER UNIVERSITIES OF THE SOUTH

BY CHANCELLOR WALTER BARNARD HILL, OF THE UNIVERSITY OF GEORGIA

Mr. President:—Assuming that the geographical idea has had some influence in the making of the program for this auspicious occasion, I shall take the liberty of differentiating my congratula-

tions from those of others upon the installation of your new President by claiming the privilege of speaking as the representative of the South. Undeterred, though, I confess, not unabashed, by this great fanfare and this august presence, I shall speak without reserve of him, and in a sense to him, of the affection of his brothers in the work of Southern education—an affection called forth by his inimitable personal charm, his great gifts of intellect, scholarship, and eloquence, his pure and lofty character. Speaking in this intimate way, I am but one among the thousands that love him, and whose prayers will "rise like a fountain for him day and night," that he may here work out in conspicuous realization the high ideal of a great university—an ideal which he, when taking up elsewhere years ago

the duties of a university president, pictured in these glowing words:

"My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily, without sham or pretense; where the life and teachings of Jesus Christ furnish forth the ideal of right living and true manhood; where manners are gentle, and courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome, and men may rise in earnest striving by the right of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous desire for the clearer air and the larger view; where there is a will to serve all high ends of a great

State struggling up out of ignorance into general power; where men are trained to observe closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where, finally, truth shining patiently like a star bids us advance, and we will not turn aside."

When I said, Mr. President, that I took the liberty of assuming that I represented the South, I used the phrase in its widest and most cosmopolitan meaning. In 1717, when Sir Robert Montgomery applied to the King of England for a grant of lands between the rivers Savannah and Altamaha, to be named Azalia, he issued a prospectus to attract colonists—a document which might give points even to Wall Street promoters—in which he called attention to the fact that the new territory was "in the same par-

allel as Palestine, and pointed out by God's own choice." This prospectus is a warrant respectable in its antiquity, if not in its modesty, for claiming credit for Southerners for all that is achieved within our parallels of latitude around the globe. The belt of earth corresponding to the South makes Moses, as Bishop Candler, of Georgia, loves to say, "one of the first Southern gentlemen." It takes in Greece, and gives us for Southerners Homer, Plato, Aristotle, and Alexander the Great. It takes in the southern end of Italy, and a slight curve of the line permissible to one who is constructing a theory, as it is to the maker of a railroad map, brings in all of that wondrous land, adding to our glories Cæsar, Virgil, and Dante. It includes the birthplace of Napoleon, though we do not claim Napoleon as a typical Southern gentleman. It

comprises Japan, and while some people have been mystified at the marvelous development of the Flowery Kingdom, we have had the key to the fact in the advantage of its southern climate. Great Britain is apparently alien to this clime, but the exception is only apparent, for what is it that has made possible the climate and thereby made possible the civilization of England? It is that southern gulf stream, that "river of the ocean," as your own Maury has called it—"that wandering summer of the seas;" so that Englishmen are only Southerners at long distance—a theory which gives us Shakespeare, Milton, and Tennyson, Chatham, Burke, and Gladstone.

In the South, then, have dwelt, if you have followed me in this excursion around the globe, the Hebrew people, whose gift to the world was the idea of holiness;

the Greeks, whose gift to the world has been the idea of art; the Romans, whose gift to the world was the idea of law; and the Anglo-Saxons (by courtesy of their hypothesis), whose gift to the world is liberty. These are large inclusions, I admit, but I avoid insistence on these "Alabama claims," and hasten on to one conclusion which I know will pass unchallenged, and that is, in Dr. Alderman's noble vision of the University, and I trust he will forgive me for saying in the heart and soul of the seer, there have entered the highest and best of all the inspirations of the Hebrew ethical ideal, of Greek culture and beauty, of Roman administration, and Anglo-Saxon freedom.

Speaking on behalf of the other institutions of learning in the South, I wish to say that we recognize the strategic

position of the University of Virginia, its unique situation, its peculiar national relation, and its leadership. Endeavoring to make plain the spirit of this recognition, I have recourse to one of the noblest orations of American eloquence, an address delivered by Hon. James C. Carter, of New York, on the occasion of the dedication of the new buildings of the University, June, 1898. I may say here, in parenthesis, that the University of Virginia has, in my judgment, received no more splendid tribute in all its history than its recognition in the last will and testament of that great man, who stood, in the esteem of his brethren, at the head of the American bar. In concluding his great address, Mr. Carter said:

"And the ancient Commonwealth of Virginia—to what nobler object can she

extend her favor and support than the building up upon this historic spot of a great university which shall be at once the home of the sciences and the arts, and the nursery of political freedom? Outshining all her sister colonies in the splendor of her contribution to the galaxy of great names which adorns our Revolutionary history, how can she better perpetuate that glory than by sending forth from her own soil a new line of patriot statesmen? No jealousies will attend her efforts to this great end, and her sister States would greet with delight her reascending star once more blazing in the zenith of its own proper firmament."

As the orator was speaking for Virginia's sister States, so undertaking to speak for the educational institutions in the South, I would say, "no jealousies,

Mr. President, will attend your efforts" to realize the great ideal of your life here. Without envy, we see that yours is the first Southern institution in whose very birth national influences were at work in that unpretending tavern in Rockfish Gap, where three presidents of the United States, with other distinguished men, met to prepare a report upon a rounded scheme of State education. We recognize, too, that Virginia occupies a peculiar relation to the South in the fact that it was on her territory that the tremendous issues of the war between the States were fought out and settled, thus linking the very names of her battlefields with the traditions of every Southern State; that it was Virginia's soil alone that drank the blood of the brave souls of all the South, thus linking your name with the fireside tra-

ditions of every Southern home. There were other Southern universities whose existence began before yours. The University of Georgia was chartered in 1785.

You remember, with James C. Carter, whom I again quote, that "the youth who are brought here should study not only the principles of liberty and free government as taught by the founder, but the new problems arising from the prodigious growth of the nation and its rapid material consolidation; the true principles of legislation, and by what methods liberty is best reconciled with order and with law; teaching them to prefer for their country that renown among the nations which comes from the constant display of the love of peace and justice." You will look to the future, for, in the language of the

poet who should have been heir to the laurel of Tennyson,

" He loves man's noble memories too well
Who does not love man's nobler hopes yet more."

For the fulfilment of this great ideal the man and the hour have met. Providence has given you a leader:

" One who counts no public toil so hard
As idly glittering pleasures; one controlled
By no mob's haste, nor swayed by gods of gold;
Prizing, not courting, all just men's regard;
With none but Manhood's ancient Order starred,
Nor crowned with titles less august and old
Than human greatness; large-brained, limpid-souled;
Whom dreams can hurry not, nor doubts retard;
Born, nurtured of the People, living still
The People's life; and though their noblest flower,
In nought removed above them, save alone
In loftier virtue wisdom, courage, power."

FOR SISTER UNIVERSITIES OF THE WEST

BY PRESIDENT R. H. JESSE, OF THE UNIVERSITY OF MISSOURI

I bring, Mr. President, greetings from the University of Missouri to my Alma Mater, the University of Virginia—greetings from the Louisiana Purchase acquired by Thomas Jefferson, to this Mother of State Universities founded by him.

Jefferson was the greatest prophet of public education that our country has yet produced. For fifty years he was dominated by a passion for civil and religious freedom through republican institutions, and by a passion for public education in common schools, and in State universities.

For a season, at least, Mr. Jefferson's

ideas in behalf of education did not bear much fruit in the Old Dominion, but the yield from them was magnificent in the daughters of Virginia beyond the Alleghany Mountains. As every student of history knows, Virginia ceded to the Federal Government most of the land embraced in the "Northwest Territory"—the vast region lying north of the Ohio River, east of the Mississippi, south of Canada, and west of the Alleghany Mountains.

In 1803, Ohio, Virginia's latest daughter from the West, knocked for admission into this sisterhood of States. Jefferson was at that time President of the United States. Congress imposed upon Ohio certain conditions which she must faithfully observe before being admitted into the Union; and with these two conditions were two large grants of land, one for the endowment of what ultimately became

a State university. This magnificent policy in regard to public education, established under the presidency of Jefferson, has been pursued by our country in the admission of Western States for over one hundred years. If we except West Virginia and Texas, no State from the crest of the Alleghany Mountains to the shores of the Pacific Ocean for 102 years has been admitted into the Union without pledging the support of its people to common schools and State universities.

And in these later days this policy, so to speak, this policy first established by Jefferson, has stretched its wings beyond the confines of our continent, and touched with pinion tips our island possessions in the eastern and western seas. We, therefore, who believe in public schools and State universities, and especially the people of the West, may well cry unto him

as the lesser prophets of old cried ever unto the greater, "My father, my father, the chariots of Israel and the horsemen thereof." For verily unto our Israel of public education, from kindergarten to State university, Jefferson has been as a squadron of armed chariots and as a legion of mailed horsemen. He has been father also of public schools and State universities, beginning with Ohio and stretching out to the shores of the Pacific Ocean.

Compelled, finally, against his will, to abandon the idea of public schools in Virginia, Jefferson still struggled for the last twenty-five years of his life with tongue and with pen and with zeal for a great State university. Time fails me to tell you even briefly of his ideal of higher education.

Let me call your attention to the

fact that the best seats of learning on earth in Jefferson's day consisted of departments of Law, Medicine, Theology, and Philosophy. He had no precedent in Europe or in America for going beyond this concentrated quadrivium. But these departments, important as they are, represented but a tithe of the instruction which Mr. Jefferson planned here. For example, without the precedent therefor among institutions then existing in America and Europe, he advocated instruction in the "use of tools," and in Technical Philosophy, —or, as we should say now, in Manual Training and in Engineering. To the dismay of educators, he laid out here courses in Agriculture, Horticulture, Veterinary Surgery, and in Military Science. Not until 1862 did our country finally realize that a College of Agriculture, em-

bracing also the Science of Warfare, might be added to a great university without utterly destroying its dignity. It was here among these Ragged Mountains he pleaded for courses in Fine Art, and in Tools, in Architecture, "Civil, Military, and Naval." And schools of Commerce and Manufacture, schools of Statesmanship and Diplomacy he would have established here when the nineteenth century was yet in its teens had Virginia only hearkened unto his advice. Nor did he forget to plead for the "Theory of Music." Indeed there is scarcely a large division of learning that has been added within the past one hundred years to any considerable college or university in this country that Jefferson did not clearly outline as a part of his ideal State University of Virginia; and I can not find a department for which he

pleaded, saving only a School of Manufacture, that has not subsequently been adopted in more than one American institution of unquestionable renown.

Indeed, Engineering, for example, has been developed in the Massachusetts Institute of Technology far beyond that "Technical Philosophy" which Jefferson had in mind, and so with everything else. But of what other man in the history of the human race can it be said that standing on the threshold of a period of rapid change, he forecast the development of higher education for a century of time?

The University which he finally founded here, in the twilight of his days, was but a part of that institution which he had fancied; nevertheless, in spite of all its shortcomings, for the space of fifty years it was perhaps the foremost seat of

learning on this continent. But when, in 1876, the Johns Hopkins opened its doors, then for a season, at least, "the sceptre departed from Judah and a lawgiver from between his feet." Then arose among our American universities that fierce struggle for pre-eminence which for thirty years has raged North and South, and East and West.

It may well be, Mr. President, that beginning from to-day there shall yet come an era of rapid growth and expansion to this Mother of State Universities, the daughter of Thomas Jefferson. It may be that ere long his vision shall yet be fulfilled here in a full-orbed university, the embodiment of all that he hoped for, and of all that has been achieved in higher education in our country in a century of time. The All Gracious God grant that this come to pass quickly for the repose

of his soul who was father unto the University of Virginia.

Long ago the Prophet went up from among his disciples. His mantle, in mid-air long suspended, as it were, seems to have fallen upon your shoulders, Mr. President. May a double portion of his spirit be upon you!

INAUGURAL ADDRESS BY PRESIDENT ALDERMAN.

Your Excellency, Mr. Rector, Gentlemen of the Board of Visitors and the Faculties, our Welcome Guests, Students of the University, Ladies and Gentlemen: — Eighty-seven years ago, the Commonwealth of Virginia, inspired by the genius of Thomas Jefferson, guided by the patient good sense of Joseph Cabell, and heartened by the encour-

agement of James Madison and James Monroe, laid the foundation of this University, and dedicated it consciously to freedom for mind and soul, to desire for knowledge and truth, and to solemn faith in the justice and slow progressiveness of a democratic society. Men of English and Scotch-Irish breeding long settled on the soil of the State, had evolved a free and forceful society of gracious charm and distinction, and leadership in the republic then belonged to Virginia through the rare greatness of her sons.

Out of her social conditions had come the spirit that called for revolution in voices singularly clear and sweet. From her independent life had arisen the forces that clothed in noble phrase the reasons for revolution; that guided victoriously the legions of war; that bore just part

in the shaping of the Constitution, so compact of high sense and tragic compromise; that interpreted its spirit; that widened Colonial vision from provincialism to empire; that fixed faith in average humanity as the philosophy of a new civilization, and that set the frame work of the great popular experiment in forms of imperishable strength and beauty.

The illustrious man who inspired this foundation has eternal honor here. Here he lived, here they laid his mortal body, and here dwells in ceaseless energy his immortal spirit. But Thomas Jefferson, like George Washington, is a world name and a world force. His phrases, on the lips of aspiration, stand everywhere as a rebuke and a stumbling-block to tyranny and oppression. His ideals, far spreading in all lands, have

given energy and reality to the democratic movement of the modern age in Europe and America. To this University Thomas Jefferson is something more than a philosopher, or a figure in a pantheon. He is a friend, a founder, a father. No university in the world—not Bologna, or El Ashar, or Oxford, or Prague—is so intimately associated with so immortal a name. To us he inhabits his high hill forever, an unwearied, versatile, myriad-minded old man, acquainted with glory and high station, a smile of faith forever on his lips, a passion for freedom forever at his heart, knowing men deeply and yet believing in them and having patience with them; subjecting everything with thoughtful radicalism to the test of their advancement; watching with patient eyes the slow rising walls of this University

for their training, and counting that foundation the greatest in the sum of his vast human achievement.

Born thus of the union of human enthusiasm and civic impulse, the University of Virginia seems to me the first deliberate gift of democratic idealism to the nation and century, though one score and seventeen institutions had preceded it in the national life, owing their origin to the great historic causes of religious zeal, private beneficence, and high community impulses for wisdom and guidance.

In our satisfaction that we stand so impressively as an expression of the national mind toward political self-direction, let us not forget the debt that we owe to the great forces that had already builded the pioneer American institutions, Harvard, William and Mary, Yale, Columbia, Princeton, the universities of Pennsyl-

vania, the Carolinas, and Georgia out of which had come the inspiration for Lexington and Yorktown, the Continental Congress, and the Constitutional Convention. In particular, let us not forget the religious motive that gave sacredness and moral direction to our ideals, that held us to the faith that man's relation to God is the supreme essence of human culture, and that admonishes us, day by day, that "through wisdom is an house builded, and by understanding it is established, and by knowledge shall the chambers be filled with all precious and pleasant riches."

Universities stand both as servants and as symbols of the spiritual insight and the social needs of their epochs. The Greek peoples studied philosophy because the need of their time was ethical. The Englishman is intent upon the getting of general culture, because his need is for

the man of breadth and cultured will. In the second decade of the republic popular thought centered upon the rights of man and the bounds of political freedom. The statement of the purpose in the founding of the University, therefore, drawn up by the same hand that had drawn up the Declaration of American Independence, while reflecting this mood of the age, passed beyond it with a daring comprehensiveness that marks our founder as a master of foresight and interpretation. "This University shall exist," said Jefferson,

"(1) To form the statesmen, legislators, and judges on whom public prosperity and individual happiness are so much to depend;

"(2) To expound the principles and structure of government, the laws which regulate the intercourse of nations, those

formed municipally for our own government, and a sound spirit of legislation which, banishing all unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

"(3) To harmonize and promote the interests of agriculture, manufactures, and commerce, and by well informed views of political economy, to give a free scope to the public industry;

"(4) To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instil into them the precepts of virtue and order;

"(5) To enlighten them with mathematical and physical sciences, which advance the arts and administer to the health, the subsistence and comforts of human life;

"(6) And, generally, to form them to

habits of reflection and correct action, rendering them examples of virtue to others and of happiness within themselves."

Not since John Milton had declared that to be "a compleat and generous education which fits a man to perform justly, skilfully, and magnanimously all the offices, both public and private, of peace and war," had there been put forth such a classic statement of educational purpose, and as only he who could draw the bow of Ulysses could realize the Miltonic ideal, so all the constructive thinking and piled-up wealth of succeeding generations have left unattained the Jeffersonian programme. In its academic structure and in the scope and grouping of its work, Jefferson had spiritual sight of the modern American University, even now but dimly taking shape out of the needs of a

new society, the efforts of countless men and unmeasured power, as our greatest intellectual achievement. His revolutionary mind put aside the English college model as the proper force for training the American democrat, with its exclusive tradition of humanistic culture, and the formalism of the English country gentleman, though he was broad enough to recognize the wisdom of halls of residence and the communal life therein which the English had evolved, and which they believe has contributed to produce the type of man who has widened the arch of the British Empire.

President Eliot, a great modern master and interpreter of educational method and purpose, has recently declared that there are three indispensable attributes of a true university: Freedom in the choice of studies; opportunity to win distinction

in special lines of study; a discipline which imposes on each individual the responsibility for forming his own habits and guiding his own conduct.

Our great dreamer seized just these three essentials, and upon them shaped the life of the University of Virginia, as necessary conditions, at a time when they were not only unrealized but unimagined in American educational practice. To this absolutely right foundation are due the just claims that here began the first real American university, and the first whole-hearted experiment with the elective principle, and the interesting result that there has always been a true university at Charlottesville. In spite of meager equipment, though at its birth it was probably the most liberally planned institution of the country; in spite of insufficient preparatory

training at times for its students; in spite of restricted scope and inability to welcome into the circle of liberal arts the growing mass of new studies, the university spirit has always informed our life—a spirit that beheld the scholar's life as a fair and fruitful thing, begot in youth a desire not only to acquire, but to add somewhat to the sum of knowledge, and evolved a method of intensive thoroughness that yielded knowledge of how truth may be won.

The character of an institution is the resultant of its ideals and of the social forces that cry out to it for direction. The first three decades in the life of this University, like the first three in the life of man, forever fixed its character. The revolutionary dynasty had passed away, the battle for equality and human sympathy securely won. A

young republic, its concept of democracy suddenly shifted from sovereignty to omnipotence, stood up before the world, lacking the instinct of unity, virile and wayward in its confident strength.

Steam and inventive genius touched its heart with desire and pointed the way for material advancement. A vast untouched empire beckoned adventurous spirits from all lands to enterprise and conquest. There was brewing the storm of a great argument as to the nature of this Union, made necessary by the silence and indecision of the Constitution, and made imminent by the presence of a vast human problem in economics bequeathed to us by the industrial need and moral callousness of ages past. Men in America have never been so much in earnest about vital things as they were in these days.

Their hearts were touched with fire and their very lives did not appear to them so indispensable as their ideas. The passion of the time was a passion for principle and loyalty. The aptitude of the time was for the building of States. There was no room in high places for the cynic, the idler, the self seeker. Cleared of human weakness and hot temper, one sees in these sad, earnest years a time of single mindedness and sincerity, of the uplifted heart and of steadfast gazing upon the heights of honor and duty, and they must ever remain the epic period of the struggle of democracy, under crushing difficulties, after self-consciousness and unity of purpose.

True wisdom guided the selection of the formative men who came here to teach, whether from Europe or America,

for they were high-statured men and great teachers, as well as scholars, evoking enthusiasm for letters in their disciples, setting high and necessary standards of scholarship in the land, and leaving behind them an enduring education of sweet and vital memories. Dunglison, Emmet, Tucker, Cabell, Rogers, Gessner Harrison, Davis, McGuffey, Courtenay, Venable, Minor, to mention only some of the dead. The mere intonation of their names, each a unit of power, of sacrifice, and of service, is the best celebration of their fame my tongue can fashion. The old graduate here recalls men, not buildings. When he accounts for his measure of virtue, he calls the roll of his old teachers, as Marcus Aurelius did, long ages ago, on the banks of the Danube. Indeed, the distinction of this life has been the contact of the individual with the great teacher.

The youth who came here to learn were such youth as such times breed. They were heedless of much that is heeded now. But they were afire with the impulses of their generation. There dwelt in them the root of a deep seriousness, an earnest ambition for service to the State, and a calm faith in the power of the cultured will and the honorable life. It was the golden age of education in the Southern States—the high water mark of individual effort in behalf of the training of picked youth. "Studies were blooming and minds awakening." More than eight thousand young scholars, from a varied territory, passed through these walls between 1830-'60 to the larger life of leadership in Church and State, as cabinet ministers, jurists, physicians, senators, governors, scholars, preachers, and great cultured gentlemen. The spirit of the

time sent most of them into the public service, where they made of politics a lofty profession, the tradition of which informs and ennobles American political life to-day. But they may be found all along the wide lines of life, finding eternal beauty in form like Poe, searching the Arctic seas like Kane, joining New England's scholars in the great movement which brought Germanic scholarship to our shores, seeking and serving God like Broadus and Dudley, or yielding up their lives in righteous consecration on the battle's edge.

Out of the interplay of such forces, in a time of such intensity and personality, was won the intimate character of the University of Virginia. One does not have to search for this institutional character as for something elusive and subtle. It shines out before the face

of the stranger in five clear points of light:

A sympathetic understanding of democracy as a working hypothesis of life, guaranteeing to every man a chance to realize the best that is in him.

An absolute religious freedom, combined with wide and vital religious opportunities.

An appeal to the best in young men, resulting in the creation of a student public opinion and a student system of honor, which endowed the University of the past, and endows the University of to-day with its richest asset of reputation and fame.

A high standard of scholarship rigidly maintained, in an air of freedom of learning and freedom of teaching, begetting an austere ideal of intellectual thoroughness and honesty.

A conception of culture as a compound of sound learning and gracious conduct, as an inheritance of manhood and moral will won through discipline and conquest, and as a capacity to deal with men in the rough work of the world with gentleness and simplicity.

When the tempest of war finally fell, it was this spirit that possessed the twenty-five hundred ardent young souls who went forth from these doors, and "on war's red touchstone rang true metal." When the tempest ceased, it was this same spirit that bred in the men of to-day strength and patience, and a genius of common sense that enabled them to endure, to rebuild and to preserve for the world things the world should not lose. I pledge myself, under God, to do what I can to cherish and to magnify, come good days or ill, this

inspiring university character. I do not mean that there should not be readjustment here — change, if you will — the growth that is conservative of life and that comes somehow out of the tissues of ancient strength. A changing society means a changing curriculum, and a university is society shaping itself to future needs. But there are things that are eternal, and the substance of this ancient spirit of the University of Virginia is one of them.

The Americans of the Southern States are the only Americans who have known in direst form the discipline of war and the education of defeat. They alone of this unbeaten land have had intimate experience of revolution and despair. The University of Virginia, as their chiefest servant, has shared with them this stern self-revealing tutelage. One

can never know what fair visions of its destiny filled the eye of Thomas Jefferson. He beheld it guiding wisely the local life of Virginia. He beheld it as a training place for democratic leadership in the State and nation; as an inspirer to the great Northwest and Southwest, as those States swept into ordered life; but his optimism, as well as human limitations, shut it out from his sight, in its sacredest relation, as the source of light to a land left in darkness and silence by the storm of war. Is there in academic annals such a story of precious privilege and fulfilment? As each stricken State found heart to relight its ancient torches, its sons came here for the sacred fire, where patient hands had kept it burning, or to our sister University in the Valley, where the great soldier sat at the teacher's desk, revealing a moral splendor

more touching and glorious than his martial fame. To the Southern man of middle life, *the* University meant *this* University. The world has deemed this a gentle and lovable provincialism, but in a deep sense it was true, for here, indeed, was the home of his ideals, and hence had come the men, the methods, the re-awakened educational desire, the noble consolation of unweakened spirit, and even amid the ravages of war, the unravaged vision of arts and philosophy.

Secure, therefore, in the dignity of an intellectual authority which it has earned, and a national service which it has rendered, enriched by the currents of a gentle civilization flowing about it for generations, protected by the love and veneration of thousands, seated among hills of quiet strength and beauty, and stamped upon its outward form with "the

glory that was Greece, and the grandeur that was Rome," if I may use the very words of its most gifted child of genius and song, this University faces the future, which summons you and me to-day to preserve and strengthen, as it summoned the founders long ages past to conceive and create.

The glory of Jefferson was his enthusiasm for the future. It was the prophecy in democracy that charmed his spirit. A noble past might be a dangerous thing, he thought, if it brought contentment with a complacent present or an uncertain future, and there was no splendor in it for him if it did not urge men onward. It has been given to this University to render wide and definite service for political freedom and human culture and character in an age of national development and trial. Is there not equal work for

it to do in behalf of spiritual freedom, intellectual courage, and economic independence and justice in an age of social expansion and experiment? Is it not just as much a pioneer in the latter struggle for a larger life as it was when it came from the hand of its founder in the generous fervor of a new hope? There is still a democracy to be served, with its dreams unrealized, its ideals changed, its point of view advanced. The democracy of the young century was a theory of politics and philosophy. The democracy of to-day is society, fused by the divine energy of the Master, seeking unity and development, a common heart and conscience, but beset everywhere by reason of our passionate social movement, by new forms of wrongdoing and new shapes of unrighteousness. If some of its early dreams have faded in the light of com-

mon day, it is because economic and social questions strike deeper than issues formal and political, and for their solution make demand less upon emotions and impulses, and more upon sound knowledge, ordered thinking and constructive imagination. The craving of the present mood of democracy is for opportunity to share in the fulness of life, to break up its masses into units, to sift its units for hidden treasures, and to enter into the finer inheritances of the civilization which it has helped to build. The great-grandsons of the men who fancied the suffrage would bring Utopia now set their hearts more upon the wages of labor, the nature of capital, good country roads, the enrichment of rural life, the village library, the comely school house, the unimpeded path to some such spot as this.

There is still the republic to be served,

venerable now, for all its brilliancy, and literally made over in outward form, in spiritual purpose, and in industrial capacity since 1850. Who shall leaven this tumult of peoples with soberness and simplicity and Americanism? What is Americanism coming to signify spiritually to the world? Shall it be alone pride of power, passion for achievement, genius for self-indulgence, mad waste of energy, as in the ant-hill; or shall it mean steadfast justice, respect for law, sober discipline, responsible citizenship, and moral sturdiness?

This University is just one of the circle of American institutions, seeking to guarantee the right answer to these large questions of human welfare. A sectional, like a sectarian, university is unthinkable, and we are spiritual neighbor to Harvard and Columbia, to Michigan and Texas,

to Oxford and Cambridge. President Hadley has recently pointed out the potential value to the unity of our national life of the presence in Northern universities of Southern boys, spreading their sentiments of personal and intellectual honor, winning trust and friendship through their personalities, and revealing the best side of our distinctive life. Would not the end be even more certainly attained by the presence in Southern universities of Northern boys, coming under the influence of the land and the people, seeing with their keen eyes, trained to observation and inference, the philosophy of our past, the sources of our strength, and the genius of our life, and giving out to us the right interpretation of the nobler life of their region? Hitherto we have depended largely upon the tradesman, the traveler, and the

commercialist for the knowledge and sympathy that come of commingling. I believe that a surer way is to bring about intellectual and spiritual intercourse between ingenuous youth when life is young and the soul is free of bias and the heart is swift to sympathy. We have much to learn of the North and West of moral persistence, of resolute achievement, of community effort, of the miracles that may be wrought by concerted action. May we not claim that these great sections of our country have much to learn of us, of the dignity of personality, of idealism, of unsordidness, of the individualism bred in the bone of the American as yet untouched by the mingling of races, and unmodified by relentless urban influences? As a brief answer to the vital question, What sort of men have you made? I may reply: Forty-seven per

cent. of our students came to us from thirty-nine States other than Virginia; 500 of our alumni have preached the Gospel throughout the world; 411 have occupied chairs in 151 universities and colleges in 33 States and 4 foreign countries, 57 of these being elected in 17 Northern and Western States. Our sons have governed 12 States and administered supreme justice in 17 States; 112 of them have enacted laws in the Federal Congress; and in law, medicine, business, and engineering a host of them are serving men about the world.

It is too clear to call for proof, however, that the chief allegiance of this University is to Virginia and to its natural contributing territory. Its elementary duties are to furnish a liberal education substantially free to the youth

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of Virginia, and to care for Virginia and the South in their growing life, in educational, cultural, economic directions. If there be a question touching life on the farm or in the factory, in institutional development, in the public schools, in manufacturing or municipal problems, some intelligent answer should issue from the University. If this Union symbolizes the effort of freemen to combine freedom and justice with wealth and power, the most impressive phase of this effort is the proud, self-reliant re-entrance of the South, after isolation and submersion, into the work of the modern world without loss of ancient lovableness and with access of modern vigor and mobility. This is still a land of romanticism and personality, of conservatism and reverence, of loyalty and capacity for

devotion, but it is as well a land of community, progress, and social sympathy, perceiving the necessity and dignity of industrial efficiency, and realizing and mastering the economic forces of society. It has indeed begun an economic movement destined to revolutionize its life. Disciplined and homogeneous, our educable youth are reaching up into life, through sacrifice. They are no better than other American youth, but God has been good to them, because He has let their young eyes see life as duty and opportunity and not as pleasure, and the republic needs their tempered strength and their quality of soul and their scorn of dishonor. Nowhere in the world are there more difficult and dangerous domestic problems. Nowhere in the world do both nature and man ask so plainly for the

trained hand, the trained mind, and the trained will. Everywhere there is wealth to be won and institutions to be molded and ideals to be maintained, and a giant task accomplished of relating in democratic life a master race and freed race on the basis of justice, but comformable to the solemn obligations of racial integrity and growth and of an unimpaired civilization.

Humanism produced the man of culture and his peril was self-sufficiency and a conception of culture as ornament. Applied science and the imperious demands of commerce have produced the man of efficiency, and his peril is personal barrenness and instinctive greed. Our country needs the idealism of the one and the lordship over things of the other, and such a blend will be the great citizen whose

advent an industrial democracy has so long foreshadowed. The kind of work he shall do in the world is immaterial. He shall be an upward striving man who wants the truth and dares to utter it, who knows his own need and the need of his age, who counts adaptability and toleration among his virtues, who insists on a little leisure for his soul's sake, and who has a care, whether amid the warfare of trade, or in the quiet and still air of study, for the building of things ever better and better about him. Fashioned by the sweep of genius through experience, great citizens may come who have never seen a university, but universities are the organized efforts of monarchies and democracies to produce such types, and our duty is to perfect the organism and to work and hope.

The last quarter of the century has

witnessed the organization of the American university, and the partial realization of its final form. The next quarter of a century will see some universities with the income of empires, and a power upon which cities and States will lean heavily for guidance. This new educational form will comprise:

(1) The College of Liberal Arts—the academic heart—which has assimilated scientific studies and thereby put itself in touch with the meaning of the age. Its function will be to receive immature youth in an atmosphere of broad and varied associations, in contact with wise and noble lives, and to offer them such experience in evoking manhood and capacity, and such knowledge of man, nature, and spirit, that they shall gain power to enter into life with character, enthusiasm, and conviction. The college

is a social institution, enlightening and guiding youth, that it may make men of them.

(2) The Graduate School—the academic brain—charged with the function of training mature and liberally educated men to investigation and scientific productiveness. Here shall be gained that patience and energy, that open-mindedness and sure thinking, that intellectual sincerity, that have belonged to all of the pathfinders from Aristotle to Pasteur, and must belong to him who would broaden the ways and enlarge the boundaries of thought. The advance of civilization will rest on the strength of this school and through its work alone can a university hope to become a school of power, binding other colleges to it in loyalty, and not only responsive to tradition, but to new truth daily appearing in the life of man.

Here the quiet scholar may search out the truth and hold it aloft for men to see.

(3) The Professional Schools — the heart and brain at work on life—as varied in number and scope as society is complex, seeking to provide the world with the best skill needful for its growth, and so justly related to the whole that we shall escape the peril of the illiberal and uneducated specialist.

All this shall be placed in a setting of a little world of libraries, laboratories, loan funds, fellowships, mechanism, and beauty, and the whole vitalized and spiritualized by men in such force that their spirits shall not break and their hopes shall not die. We do not need many such universities, but we need them strong and in the right places. The multiplication of weakness by weakness yields weakness still. The South needs them

to protect its real reconstructive era from the dangers of empiricism, industrial dependence, and the perils that beset character in all democracies. Virginia needs such a university to guarantee that educational leadership to which it has owed its greatness for two generations and to light its path to that point of usefulness and power which General Lee saw in the dark days when he said simply: "Let us work to make Virginia great again."

The building of such a national university of modern type in the South is the great opportunity to benefit the republic, now offered to the wisdom of States and the imagination of farseeing men. There are in the South a score of colleges of good equipments, of sound standards and traditions, manned by capable, devoted men. Indeed, devotion and sacrifice are the distinguishing marks

of these colleges, and the result of their culture is a precious quality of manhood. It is no injustice to them to declare that there is no national university of modern type, amply and generously equipped, between the Rio Grande and the Potomac. They are national enough in spirit and purpose, and this University has just claim to be called the most national of American schools in a large sense, but they have not been able to keep pace with the amazing expansion of the field of work undertaken by the University, for good reasons clear to every modern thoughtful man. This will not always be so. The power necessary to transform the University into a fortress and dynamo of conservation and enlightenment is being won from forest, and factory and farm, and is undergoing consecration to these high purposes in thou-

sands of tender consciences and purposeful minds. It is our part to hasten the day when this power shall be put to work.

The absence of such a great, national, amply equipped university in this vast region is imparing the homogeneity of the nation. It is delaying the entrance of the capable homogeneous South into the inheritance of the modern world. It is subtracting from the present sum of national energy and power many thousands of the best educable material that ever blessed and strengthened any country. To build such institutions at the right places in the Southern States is, as I have said, the supreme spiritual and intellectual achievement of our time. There is a presupposition of vast power in such institutions. America spends thirty millions a year in maintaining them.

Many millions a year are given for their expansion. The States of the Northwest Territory, much of which was formerly Virginia, expend six millions yearly, and upon less than four or five hundred thousand a year one cannot be maintained. Money alone cannot make such a university, but vast power is necessary, and though it bear the image and superscription of Cæsar, there is an alchemy of consecration in our laboratories which can transmute money into moral force. Mere individual genius, even of Plato, or Abelard or Arnold or Hopkins, cannot make such a university, though God pity it if it have not such quality of soul somewhere in its life. Prestige will not suffice, for prestige may be a gentle euphemism for epitaph, if isolated from continuing power, to serve a widening field.

Holding fast to all of good that we

have, let us discern four new paths of service for the University of Virginia. First, of English speaking statesmen, Mr. Jefferson perceived the meaning of education as an influence upon national as distinct from individual development, and for forty years his mind played constantly around three lines of institutional reform in Virginia—elementary instruction for every child, in order to guarantee citizenship, to elevate economic desire, and to increase industrial capacity; secondary education, or more education for those fit for it; university education, or training for leadership.

The largest social task of this university, co-operating with all educational forces, is to strive for the accomplishment of these unrealized ideals. Not only in Virginia, but throughout the South there is enthusiasm, growth under difficulties,

splendid determination and progress and individual excellence, but our educational systems are unorganized and bear somewhat the relation to what they will finally become that the old volunteer fire companies bear to the organized fire department. Their proper co-ordination will come as a result of community effort and a conception of educational unity. Education is one compact interest of society, and no one part can be profitably studied alone, as no individual can be studied isolated from his fellows. His cadaver may be valuable for such purposes, but not his personality. I know of no more fruitful field of inquiry than that which has to do with the relation of part to part in our systems of education, and of the intrinsic relation of the whole to State and Church. The University of Virginia is essentially not this particular City of

Light, but a composite institution, including every schoolhouse, academy, denominational college, and State school tied together in a union of sympathy and helpfulness, and it somehow must become this or confess failure.

The adoption of the mill tax idea as a method of raising revenue to insure unified and stable educational growth is the contribution of the Mississippi Valley. It is the result of the teachings of Jefferson and the common sense of pioneers and State builders. I commend it to our lawmakers for their thoughtful investigation, for nowhere have the dreams of Washington and the hopes of Jefferson approached so nearly to realization as in this alert and unhindered territory.

We should cherish the hope that the time will come when the higher institutions of the State will be united in

organic union, since local pride and enthusiasm have denied us physical unity. Nor should the reciprocal obligations be forgotten that exist between the State and the private and denominational colleges, chartered by the State, protected by its laws, educating one-third of its youth. We should welcome the establishment here of halls and dormitories controlled by them, availing themselves of the opportunities of the University, and if this be impracticable, we should at least strive without ceasing to banish from our life any semblance of intercollegiate hostility. Let co-operation supplant rivalry in the service of men. This problem of unification is as difficult as it is inviting. The university that solves the problem holds the future. The first forward step would be the establishment here of a school

of Education of such power that its teachers could approach this and other problems of educational statesmanship with insight and authority. This school should comprise not only the philosopher, but the sociologist, the organizer, and the sympathetic publicist.

Our distinctive contribution to American life has been political leadership. A necessary condition for the holding of this position would be the development here of a great school complementary to law, embracing the studies classified under political economy, political science, sociology, and history. These are no longer subordinate studies. They are the studies that enable the mind to reach results, not so much through obstructive criticism as through progressive understanding of the soul of the time in which it lives, and through

insight into conditions unfamiliar to daily experience. Men trained in such studies get the enlightenment upon which wise social action must be based, and in them lies the hope of advance in society.

For some decades the intensest expression of our power is to be along industrial and scientific directions. The application of the sciences to the enrichment of life in engineering, in agriculture, in business, in manufacturing, is not only a movement inevitable to the national development, but is also a vitalization and emancipation of the liberal studies. In the past five years the growth of engineering students over those enrolled in the courses in letters and languages has been one hundred per cent. This does not mean materialism, but is simply an expression of economic need. Modern competitive living needs the

trained man, not alone in law and medicine, but in engineering and in the great arts of production and exchange. It is the duty of society to master the means for the production of wealth as a form of independence of the world's forces, and after that to oppose moral purpose and enlightened conscience to the suggestions of greed and the seeking of fortune for fortune's sake.

Universities that have a clear tradition are rare and fortunate. Our clearest tradition is the tradition of culture and fellowship with beauty and poetic understanding. It is not a tradition to lose in a world where business is king. It is a morning spirit not yet numbed by sordid or cynical impulses—still lit with spiritual charm and lifted above enervation and self-seeking—a stubborn negation of Wordsworth's fear:

> "The world is too much with us, soon and late;
> Getting and spending, we lay waste our power."

I would give this tradition added richness by putting it to work through the establishment here of a nobly planned school of English Writing. In such an air as this, rich in life and hope and ample manhood, there is room for a school which would bring men together more in the spirit of practical artists than of critics or analysts; a school of scholars and masters, working together like good craftsmen, learning from each other; competing with each other, producing, offering their products to the thought of the world, and giving the training which men of creative instinct get by working together under the sharp spur of life and the just pride of accomplishment. The power to use one's language clearly and persuasively is a practical gain, alone worth the time spent in college. The power to use it as an expression of life

and emotion is the power to enter through understanding into that realm of feeling and faith where dwell love and liberty and the unseen ideals that move the race more than law or logic. Why should not a university provide for productive work in literature on the same ample plan and scope with which it provides for scientific investigation and publication? Will not citizenship in the realm of letters come soonest to him who seeks to make rather than to him who seeks to dissect the body of literature; to him who emphasizes the movement of spirit above the phenomena of language?

Whether the University of Virginia shall realize its great destiny rests upon the decision of the Commonwealth of Virginia, whose civic life it has energized and ennobled, upon the will of its alumni, whom it has invested with cul-

tured manhood, and upon American citizenship, whose public spirit it embodies. I have emphasized everywhere the idea of service due from the University to the State and I shall continue this emphasis, for I should sin against the mighty dead if I did not bring to these brave young men a straightforward message of social duty. In Ben Hill's phrase, this shall be the University for Virginia as well as the University of Virginia. Great States care for their universities, believing such care to be a mark of greatness in States. I believe that this State, which has always known how to act broadly, will make it an axiom of its legislative life to cherish and strengthen its chiefest institution in proportion to income and prosperity. The University calls to her sons with the confidence of a mother for their con-

structive help, and they will heed her call as they have heeded every call of filial love and public duty. She offers to men of sentiment and foresight throughout the republic the privilege and opportunity of an incomparable service. An additional annual income of $100,000 is needed here immediately. We need men here, first and foremost—great scholars and teachers to reinforce our over-burdened corps—and books and instruments and buildings, and then more men.

It would be a dull and senseless spirit that did not feel the sacred meaning of this hour, with its unspoken suggestion of human living and human dying, of patient striving, and of dauntless hope. There is no despair in such a task. There is simply gratitude to God for opportunity and prayer to God for strength. I believe in the essential idealism of the

republic, in its dependence upon knowledge and training, in a deep and heroic simplicity which lies at its heart, safeguarding it forever from the tyranny of mob or plutocrat. Set here so faithfully for everlasting service, this university seeks its share of the nation's growth and its portion of the nation's burden. Like the University of Berlin, it belongs to the short list of institutions which have scattered the despair and lightened the sorrows of a great people in a time of national trial. Shall it not, like the University of Leyden, range itself also, in the justice of God, among the great schools of national rejoicing, working at the tasks and solving the problems of an era welded into unity by common sacrifice and thrilling with the prophecy of boundless growth and triumphant peace?

To the absent ones whose thoughts

turn hitherward to-day, for love of Alma Mater and belief in her ideals, I send the message of her unbroken loyalty to the faith that the scholar should be a patriot and the patriot a scholar, and that scholarly patriotism, exalting country above self, rich in social knowledge and sympathy, unafraid of difficulty and unashamed of sentiment, is the noblest offering universities can make toward the integrity and majesty of republican citizenship.

ACCOMPLISHMENT

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The University of Virginia was conceived, founded, and organized by Thomas Jefferson. It was established by the Legislature of Virginia January 25, 1819, and opened to students March 7, 1825. The total number of young men enrolled as students during the eighty sessions which preceded the election of Dr. Edwin A. Alderman as its first President in June, 1904, was fifteen thousand nine hundred and twelve. During this period three hundred and sixty-one students received baccalaureate degrees: the degree of Master of Arts was conferred upon three hundred and ninety-three candidates; and that of Doctor of Philosophy upon thirty-five. Degrees in Engineering were conferred upon ninety-nine candidates; the degree of Doctor of Medicine upon one thousand two hundred and fifty-seven; and that of Bachelor of Law upon one thousand three hundred and thirty-five. No honorary degree has ever been conferred by the University.

The alumni of the University have been largely represented in excutive, judiciary, and other services of the National Government, and in Congress, as well as in State governments and legislatures. Four alumni have served as Cabinet officers; one as a Justice of the Supreme Court of the United States; one as a Justice of the International Court of Appeals; and eight as Ambassadors or Foreign Ministers. Twenty-five have been members of the Senate, from thirteen States, and eighty-six have been members of the House of Representatives from fifteen States, many of them for several terms. Seven Senators and twelve Representatives in the present Congress are alumni of the University—a larger representation than that of any other American university save one. Seventeen alumni have been Governors in ten States, and forty-eight Judges of Supreme Courts in seventeen States, many of whom are now in office. A large number have served or are serving as members of State Legislatures, Secretaries of State, Attorneys General, and in other offices of trust and importance.

Alumni of the University took an important part in the formation of the Confederate government, and a still more prominent part in the Confederate army and navy. Five alumni were members of the Confederate Cabinet; fourteen were members of the Provisional Congress, from eight States; nine were Senators, from seven States, and fourteen were Representatives, from seven States, in the first and second Permanent Congresses. The number of students matriculated up to the close of the Civil War was less than nine thousand; of these, two thousand four hundred and eighty-one (over twenty-seven per cent.) served in the field or at sea; and of this number, four hundred and seventy-one (nearly one-fifth) died in service. One thousand four hundred and eighty alumni (nearly sixty per cent. of the entire number serving) were commissioned as officers of various grades, among whom were four major-generals, twenty-one brigadier generals, and sixty-seven colonels, from ten States.

In addition to the large number of alumni who have served as teachers in public and private high

schools, or as assistant professors, instructors, or tutors in collegiate institutions, four hundred and eleven alumni have occupied chairs in one hundred and fifty-one universities, colleges, and professional schools, located in thirty-three States and four foreign countries; of these, one hundred and seventy-one are now in positions. Sixty-four alumni have been made presiding officers of fifty-one institutions located in nineteen States. Alumni of the University have held chairs in ninety-nine institutions, located in sixteen Southern States; of these, one hundred and forty-one are at present serving in sixty-six institutions, located in fourteen States, including nearly all of the State universities and technical schools, and the leading private foundations of the South. Alumni have held chairs in fifty-seven institutions located in seventeen Northern and Western States; of these, thirty are now serving in eighteen institutions, located in eight States.

While the University has no Department of Theology, nor any denominational affiliation, over five hundred of its alumni (over three per

cent. of its total enrollment) have entered the ministry, chiefly of the Episcopal, Presbyterian, Baptist, and Methodist churches; a large number of these have served or are serving as missionaries in all parts of the world. Eleven alumni have been made bishops of the Protestant Episcopal Church; one of the Methodist Episcopal Church; and one of the Reformed Episcopal Church.

Since the opening of the University to students in 1825, it has conferred the degree of Bachelor of Law upon one thousand three hundred and thirty-five of its graduates (a little over eight per cent. of its total enrollment). To these may with propriety be added a still larger number of its matriculates who, without completing the entire course in Law at the University, have there obtained the larger part (if not the whole) of their professional education, and have since been in successful practice. Alumni in the Law have attained distinction in every branch of the profession, and have been prominent in public life, alike in the National government and in that of their respective States.

Without taking account of a large number of practitioners who have there received their academic (and in many instances the larger part of their professional) training, the University has conferred the degree of Doctor of Medicine upon one thousand two hundred and fifty-seven of its students (about eight per cent. of the total enrollment). Representatives of this body have been and are prominent in their profession in nearly every State and large city of the land. They comprise a larger number of the surgeons of the Army, Navy, and Marine Hospital Service of the United States than the graduates of any other medical school, forming at the present time about twenty per cent. of the National Medical Staff.

Alumni of the University constitute a large proportion of those American writers who, especially in the South, have attained distinction as authors in various fields of literature, or as editors of leading periodicals and newspapers, both religious and secular.

Although the Department of Engineering is of comparatively recent organization, its graduates are filling positions of importance throughout the land; the same may be said of graduates of the Schools of Chemistry and of Geology.

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